



CHIVIRIKANI PRIMARY SCHOOL

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SCHOOL POLICY

Anger Management and Bullying at Schools

EFFECTIVE DATE: _____

REVISION HISTORY:

As amended on:

11 October 2016 (South African Schools Act, 1996 (Act No. 84 of 1996))

PURPOSE

To understand and manage learner behaviour which becomes a challenge in our school.

AIMS

- To manage a child which is angry.
- To understand the response fight-or-flight.

ANGER MANAGEMENT

Causes of Anger in Learners

- Arguments about possessions.
- Fighting.
- Arguing and teasing.
- Exclusion from peer groups.
- Pressure to participate in activities.

When children exhibit outbursts of anger and uncontrolled moodiness or threats of violence, it is important to try to understand and offer support.

UNDERSTANDING THE PROCESS

Three Components Present in the Following Sequence:

- **The trigger:** The match that lights the person's fuse.
- **The fuse:** The reaction in the mind - thoughts and feelings e.g. fear and feeling threatened.
- **The explosion:** The body's physical reaction - this might give rise to how the anger is expressed.

PREVENTATIVE MEASURES

- Create a safe emotional climate within the classroom.
- Model responsible anger management.
- Help learners to develop self-control skills.
- Encourage learners to be able to name their feelings.
- Use books and stories with an anger theme to help young learners to understand and manage anger.
- Provide information and encourage parents in respect of the development of anger management skills in their children.

MANAGEMENT OF ANGER

- The management of anger has as its goal enabling the learner to control the emotional and physiological reaction caused by anger.
- It is therefore not about the complete eradication of anger, but about how to keep it under control.
- Anger management is a skill that a learner can acquire.
- Children differ from each other in terms of what causes their anger and how they react to it.
- Control can also therefore vary from child to child.
- It is better not to confront the child or make comments such as:
 - "you should..."
 - "you are wrong..."
 - "I insist..."
 - "That was stupid..."
- The educator's most important tool in aiding learners with anger, is the effective use of listening skills:
 - Give active attention (nod head, make eye contact, etc.)
 - Show genuine interest in the learner's needs
 - Give the learner the opportunity to talk about his/her anger without making a judgement
 - Do not get involved in the learner's anger
 - Decide on a possible solution together with the learner

PRACTICAL STEPS

- Allow learners to tell only the facts of the matter.
- Help learners to generate alternatives to how to handle the situation.
- Help learner to make the right decision to deal with the situation.
- Make sure that the learner has the skills required to carry it out.
- Give learners the opportunity to give feedback about how things are going.
- *Distinguish between the **behaviour** which is **unacceptable** and the **emotions** which are **valid**.*

BULLYING

- **Bullying behaviour is:**
 - When a child or group of children abuse their power to hurt or exclude other children.
- The following **three essential elements** are always present in bullying behaviour:
 - Deliberate use of aggression.
 - Unbalanced power relationship between bully and victim.
 - The causing of physical pain and/or emotional anxiety.

TYPES OF BULLYING

- **Three types:**
 - Verbal and written, for example name calling, negative/ugly comments, intimidation, threatening or humiliating text messages.
 - Physical, for example bumping, scratching, shouldering, hitting, tripping, biting, rolling eyes, showing suggestive signs.
 - Social/Relationships, for example gossiping (verbal or written), revealing personal information, manipulation of the child with a view to humiliation, exclusion from a group.

CONSEQUENCES OF BULLYING

- Increased fear of school and absenteeism.
- Victim's development is affected.
- Causes handicaps.
- Feelings of inferiority.
- Self-esteem problems.
- Feelings of loneliness.
- Social isolation.
- Emotional problems.
- Psychosomatic symptoms.
- Communication problems.
- Depression.
- Struggle to develop academically.
- Some victims commit suicide.
- Rule-breaking, anti-social behaviour patterns.
- Risk of criminal behaviour later.

PREVENTION OF BULLYIING

- Class rules should be given in brief and exact terms - a clear guideline for acceptable behaviour.
- The class rules should include that bullying is unacceptable, that learners will support the victims of bullying and that the class will work together as a unit.
- Continuous focus on the development of social skills amongst learners.
- In the prevention of bullying, a balance must be established between consequences and prescriptions.
- All learners who are guilty of bullying should be called to account. It will send out a clear message that bullying will not be tolerated.
- It is important that the focus should not be on punishment, but on changing behaviour and disposition (character, outlook and temperament).
- Suspending the bully for two days only offers the opportunity to watch TV and will do nothing to change behaviour.

HELP FOR BULLIES

- Keep in mind that the bully often comes from a background where there is insecurity, little parent involvement and inconsistency in actions of parents. These learners are often subjected to physical punishment and emotional outbursts.
- Before formal counselling is necessary, the bully must realize that his/her behaviour will have negative consequences until behaviour is changed.
- Insistence on an apology, asking why-questions and asking nicely to stop, will have little success in effecting a change and can aggravate things.

Helpful questions for the bully:

- What did you do?
- Why was it the wrong thing to do?
- Who did you hurt?
- What did you want to achieve?
- What will you do differently next time, without hurting anybody?

The bully must learn the following:

- To accept responsibility for their own behaviour.
- To accept responsibility for the consequences of their actions for themselves.
- To become uncomfortable (my behaviour got me into trouble and I want to avoid it next time).
- To change their behaviour in order to stay out of trouble.
- To find other ways of satisfying their needs.
- To feel guilty about their actions.
- To trust others.
- To build relationships with supportive adults.

SUPPORT FOR THE VICTIM

- Support to the victims of bullying is provided through:
 - Protecting them from further bullying.
 - Helping them to understand the bully's actions. This will enable them not to look for the cause of the bully's behaviour in themselves.
 - Involving them in educational games of therapy through which they can give expression to their feelings through drawing, writing, drama and verbalisation.
 - Involving them in a support group of friends who will act supportively.

ADVANTAGES OF INTERVENTION STRATEGIES

- General discipline in school will improve.
- Relationships between learners and educators can improve.
- Parents have more confidence in schools that take direct action after bullying.

